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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Engaging Instruction | | | | | | | | |
| Indicators | | Mark if Indicator is Evident during Observation | | | | | | |
| Classroom 1 | Classroom 2 | Classroom 3 | Classroom 4 | Classroom 5 | | Classroom 6 |
| Instruction | All available instructional time is used for teaching and learning |  |  |  |  |  | |  |
| Teacher overtly links new content to what students already know, understand and can do |  |  |  |  |  |  | |
| Teacher overtly links new content to student interests and/or goals |  |  |  |  |  |  | |
| Teacher incorporates diverse cultural representations, multiple perspectives and/or everyday-life concepts of various cultural groups |  |  |  |  |  |  | |
| Teacher and/or students discuss real-world applications of lesson content |  |  |  |  |  |  | |
| Teachers provide regular and frequent (e.g., every 2-10 minutes) opportunities for students to write about, discuss and/or apply new concepts and skills |  |  |  |  |  |  | |
| Teachers overtly focus student attention on important information and concepts (e.g., repeating, pointing, highlighting, marking, etc.) |  |  |  |  |  |  | |
| Teachers appropriately differentiate curriculum, instructional methodology and assessment strategies |  |  |  |  |  |  | |
| Teachers facilitate reflective learning practices throughout the learning process (i.e., before, during and after instruction) |  |  |  |  |  |  | |
| Teachers provide students high quality feedback which emphasizes effort and progress towards a clearly articulated learning goal. |  |  |  |  |  |  | |
| Teachers use academic games, inconsequential competition, physical movement, and/or friendly controversy to maintain student engagement. |  |  |  |  |  |  | |
| Curriculum | Students are provided with relevant, real-world learning activities |  |  |  |  |  |  | |
| Options for accessing and interacting with content (e.g., tools, texts, activities) are provided for students’ choosing within the learning environment. |  |  |  |  |  |  | |
| Options for expressing learning (e.g., media, tools, scaffolds) are provided for students’ choosing within the learning environment |  |  |  |  |  |  | |
| Students are provided with research-based instructional and curricular supports (e.g., graphic and advanced organizers, summarization techniques, note taking strategies) |  |  |  |  |  |  | |
| Learning activities (e.g., discussions and assignments) encourage students to reference and communicate their own perspectives, values, perceptions, and feelings. |  |  |  |  |  |  | |
| Teachers provide students with opportunities to pose questions, reflect on experiences and offer feedback |  |  |  |  |  |  | |
| Environment | Classrooms are safe, respectful and inclusive of all students |  |  |  |  |  |  | |
| Positively-stated rules and expectations are posted, followed by students, and taught and reinforced (when needed) |  |  |  |  |  |  | |
| Routines for managing classroom communication, activities, transitions, materials and disruptions are followed by teachers and students and taught and reinforced (when needed) |  |  |  |  |  |  | |
| Teacher-student relationships appear mutually respectful and productive |  |  |  |  |  |  | |
| Peer relationships appear respectful and productive |  |  |  |  |  |  | |